DOCUMENT RESUME

ED 479 721 SP 041 632

TITLE	Where We Stand: Teacher Quality.
INSTITUTION	American Federation of Teachers, Washington, DC.
PUB DATE	2003-06-00
NOTE	57p.; Prepared by AFT Teachers, Educational Issues Department.
AVAILABLE FROM	American Federation of Teachers, AFL-CIO, 555 New Jersey Avenue, N.W., Washington, DC 20001 (Item no. 39-0230, $3). Tel: 202-879-4400; Web site: http://www.aft.org. For full text: http://www.aft.org/edissues/downloads/TQres.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Academic Standards; Beginning Teachers; College Admission; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Merit Pay; Pedagogical Content Knowledge; Peer Evaluation; Preservice Teacher Education; Teacher Associations; *Teacher Competencies; *Teacher Qualifications; *Teacher Salaries; Teacher Selection; Teaching Skills; Tenure; *Unions
IDENTIFIERS	American Federation of Teachers

ABSTRACT

The first section of this booklet discusses the union role in assuring teacher quality, focusing on the teacher development continuum (preservice preparation, entry level standards, induction programs and the granting of tenure, standards for granting tenure, and continuing professional development) and the union role in assuring quality teaching (preservice programs, hiring practices, peer assistance and peer reviews, and tenure and quality). The second section examines teacher education and teacher quality, discussing findings of the K-16 Teacher Education Task Force, entry requirements to teacher education, knowledge of academic discipline, content of pedagogical coursework, preservice student teaching, exit criteria, and beginning teacher induction programs. The third section looks at professional compensation for teachers, focusing on the traditional salary scale, failed merit pay schemes, and requirements for professional compensation. The fourth section discusses union sponsored professional development. Each section offers American Federation of Teachers (AFT) recommendations. The final section presents answers to such questions as why AFT is concerned about teacher quality, which policies or programs would help improve teacher preparation, and how peer assistance and review can help AFT members. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS